



TEAM REPORT OF FINDINGS FOR THE
MAINE STATE BOARD OF EDUCATION

University of New England

Program Approval Visit for Teacher Education Program
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Introduction

This report is based upon a review of the self-study developed by the teacher education unit from the University of New England, and from the data collected and reviewed during a site visits October 25th to October 28th, 2015. The visiting team conducted interviews with faculty, administrators, college support staff, current students, alumni, and school professionals. Team members visited classes on campus, and observed student teachers in local schools. In addition to the self-study, team members reviewed documents made available to them in an exhibit room on campus.

The University of New England has grown in new directions and the Education programs are located in two colleges both with overlapping missions but each with a unique focus.

Overview and History

The University of New England (UNE) has campuses in Biddeford and Portland, Maine, and Tangier, Morocco, with six colleges that include the *College of Arts and Sciences*, *College of Osteopathic Medicine*, *Westbrook College of Health Professions*, *College of Dental Medicine*, *College of Pharmacy*, and *College of Graduate and Professional Studies*.

In 1939, Franciscan monks created the College Seraphique, (a high school and junior college for boys of Quebecois decent). In 1952, College Seraphique was transformed into St. Francis College, a four-year liberal arts college. In the 1970s, St. Francis College and the New England College of Osteopathic Medicine merged on the Biddeford campus, and the University of New England was born in 1978. Two decades later, Westbrook College in Portland became a part of the University of New England. In 2014, UNE opened a campus in Tangier, Morocco.

Today the 540-acre Biddeford campus offers more than 40 forty undergraduate, graduate and professional degree programs. The forty-one acre Portland campus is home to the College of Graduate and Professional Studies, the College of Dental Medicine, the College of Pharmacy, and to the graduate programs of the Westbrook College of Health Professions. The Tangier campus is housed on the grounds of the American School of Tangier, providing an opportunity for a semester or academic year of international and intercultural experiences.

UNE's mission is to provide candidates with "a highly integrated learning experience that promotes excellence through interdisciplinary collaboration and innovation in education, research, and service".

Introduction to College of Arts and Sciences and College of Graduate and Professional Studies

The Education programs are housed in two colleges. The undergraduate and post baccalaureate Teacher Certification Program (TCP) are located in the College of Arts and Sciences (CAS). The graduate programs are located in the College of Graduate and Professional Studies (CGPS) that was established in an effort to foster a student-centered approach in distance learning. The CGPS partners with the other colleges to provide programmatic, financial, and logistical support to candidates enrolled in online programs.

Introduction to Education Programs

The Education programs at UNE offer teacher certification degrees at the post baccalaureate and undergraduate levels as well as graduate programs that prepare candidates for certification. The following table provides a breakdown of programs:

Undergraduate Teacher Certification (CAS)	Post baccalaureate Teacher Certification Program (TCP) (CAS)	Graduate Programs prepare candidates for Certification (CGPS)
Elementary/Middle (grades K-8)	Elementary/Middle (grades K-8)	Master of Science in Education in Reading Specialist/Literacy Coach grades K-12
Art Education (grades K-12)	Art Education (grades K-12)	Certificate of Advanced Graduate Study (CAGS) in Advanced Educational Leadership (AEL)
Secondary Education (grades 7-12) in English/Language Arts, Life Science, Mathematics, or Physical Science, Social Studies	Secondary (grades 7-12)	

The Education undergraduate candidates can pursue an academic major and certification in Elementary/Middle (grades K-8), Art Education (grades K-12), and Secondary Education (grades 7-12) in English/Language Arts, Life Science, Mathematics, Social Studies, or Physical Science. The post baccalaureate Teacher Certification Program (TCP) provides graduate level coursework and student teaching that lead to certification in the State of Maine. Candidates choose a plan of study in Elementary/Middle Education (grades K-8), Art Education (grades K-12), or Secondary Education (grades 7-12). Candidates who successfully complete the TCP may also move into the Master of Science in Education program with a concentration in Teaching Methodology.

The two graduate programs that prepare students for certification in the State of Maine include the Master of Science in Education in Reading Specialist/Literacy Coach K-12 and the post-master's Certificate of Advanced Graduate Study in Advanced Educational Leadership (CAGS-AEL). These programs are delivered wholly online.

I. Summary of the Unit's Conceptual Framework

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy, which distinguishes graduates of one unit from those of another.

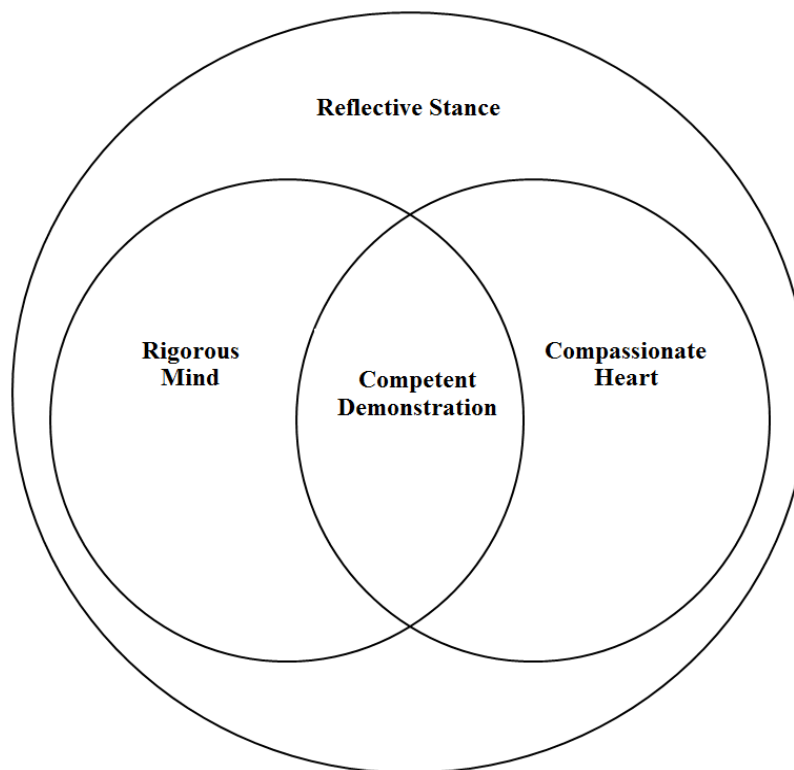
UNE's Mission and Unit Conceptual Framework

The University's mission is as follows:

The University of New England provides a highly integrated learning experience that promotes excellence through interdisciplinary collaboration and innovation in education, research, and service.

This mission is supported through core values statement that emphasizes student-centered, multi-disciplinary and interdisciplinary programs that meet the highest ethical standards to achieve excellence. These principles are reflected in the Unit's Conceptual Framework.

Conceptual Framework



Description of Framework

Rigorous mind, compassionate heart, reflective stance and competent demonstration are the key principles that guide our curriculum, pedagogy, relations with candidates and the wider education community. The following section describes each principle and their interconnections.

- Compassionate heart (CH)
- Competent demonstration (CD)
- Reflective stance (RS)
- Rigorous Mind (RM)

"Rigorous mind" and "compassionate heart" are overlapping circles. Both are principles are instilled in candidates from their first day in the unit's programs. The fourth principle, "reflective stance," encompasses all the other three principles. These four principles work within the unit's mission statement to define their commitment to their candidates. The four guiding principles are enacted through their curricular offerings and instructional practices. Clearly, students and faculty adopt a team approach when enacting the unit's conceptual framework.

UNE's conceptual framework emphasis on their four core principles is enacted through a constructivist perspective with emphasis upon active instructional techniques with reflection upon those practices is well integrated and documented throughout the program. Candidates are also clearly attentive to accommodating developmental differences with differentiated instruction. Field experiences provide a very significant and effective role throughout the program giving the opportunity for students to put into practice the core principles of the conceptual framework. Coordinated course schedules and field placements within the same settings result in significant collaborative learning experiences. Working as part of such a comprehensive team approach may prove invaluable as the candidates enter the professional teaching setting.

Summary

The context, visions and missions, and the Conceptual Framework drive their programs and the education that they provide to unit candidates. The review team was impressed with the unit's attention to this matter and their development of a comprehensive and workable conceptual framework.

II. Summary Findings for Each Standard

Standard One: Initial Teacher Candidate Performance

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and abilities necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Findings:

A. Rationale for the Decision/Recommendations.

A four-part conceptual framework—rigorous mind, competent demonstration, compassionate heart, and reflective stance—infuses courses and field-based experiences at the Education Department of the University of New England. This conceptual framework is reflected in the design of all three categories of certification programs: Undergraduate Teacher Certification, Post-baccalaureate Teacher Certification Program, and Graduate programs for certification (a Masters of Science in Education in Reading Specialist/Literacy Coach and a Certificate of Advanced Graduate Study in Advanced Educational Leadership). Coursework and fieldwork for each certification program seek to prepare candidates that meet state and national standards relevant to each certification (InTASC and ISLLC). Course syllabi indicate assignments and topics that support the development of particular standards, and, in portfolios tied to their culminating courses, candidates compile evidence showing their proficiency in each standard.

Candidate learning opportunities and outcomes

A number of features and requirements are built into each program to help candidates develop the knowledge, skills, and dispositions necessary for their certification. The undergraduate program is a 46-credit major for elementary and middle school teacher education candidates; this is a recent change from a more coursework intensive 60-61-credit major, made in response to the college's ASPIRE initiative. This change will allow students to more easily add another major, a minor, or a concentration, expanding candidates' knowledge and skills in other relevant areas and accommodating a more well-rounded education. Students seeking secondary certification major in their content area, which provides their content knowledge, and they complete a recently realigned four-year sequence of education coursework that supports certification, though the unit will begin offering a secondary education major in 2016; the review team recommends giving this secondary major the same sorts of flexibilities offered by the elementary/middle major. The arts education certification program is the only undergraduate program not to undergo significant revision in recent years, and faculty recognize the need to update this program to bring it into closer alignment with the others.

An important component of the teacher certification programs is fieldwork, and the unit takes a developmental approach to students' involvement in local classrooms, with introductory courses requiring fewer hours, often more targeted in objective (e.g., observing a school board meeting, writing a lesson plan), and more advanced courses involving longer hours and greater

responsibilities. A major strength of the teacher certification program, cited by both current candidates and program alumni, is the early use of fieldwork; candidates appreciate opportunities to learn and work in the field “from day one” and build on this experience through subsequent, more advanced coursework. The teacher certification programs culminate in a one-semester internship, preceded by a one-semester practicum; through these two courses, candidates complete a teaching portfolio with artifacts demonstrating their competency in each InTASC standard. Expectations for candidates and host teachers are clearly spelled out in a guiding handbook, and host teachers remain in contact with university mentors to offer feedback and receive guidance. In recent years, efforts have been made to place candidates with the same host teacher for both practicum and internship, allowing candidates to build greater rapport with their students and witness the progression of an entire school year. This change indicates another strength of the teacher certification program: its responsiveness to candidate feedback. The TCP program candidates take the same courses as the undergraduates, though syllabi and promotional materials indicate they offer some differentiation for these graduate students; how (and to what extent) these courses are differentiated is less clear. Secondary candidates must show content area expertise through transcript analysis (completed by the state) or take courses to gain those credit hours.

Both graduate programs are entirely online and asynchronous, and they use textbooks and case studies, frequent reflection and responses to other candidates’ reflections, and structured assignments to help candidates master core competencies. For each, candidates must be employed in an educational setting; courses incorporate exercises that ask candidates to apply new skills and practice new techniques in the field, and both culminate in a more intensive field-based experience. The Reading specialist program is a new addition for the unit; it adds 5 new courses and a 6-credit practicum experience to the core courses that were already offered through the masters program/literacy concentration. The program culminates with a two-course, field-based practicum. As the unit’s newest addition, the review team believes that this program would benefit from continued work to sequence its coursework and fieldwork and solicit and respond to current candidate and alumni feedback. The other graduate program—the Certificate of Advanced Graduate Study (CAGS) in advanced educational leadership—has also experienced some recent changes. In accordance with Chapter 114, the internship was recently reorganized and expanded into two field-based courses to allow candidates to acquire the necessary 240 hours, and the mentor training was strengthened.

Program benchmarks, advising, and candidate support

In each program, there are some “critical points” at which candidates’ progress is assessed to ensure they are making sufficient progress towards meeting standards by the program’s end. After admissions—the first critical point—candidates have access to advisors that routinely assess candidate progress and, as necessary, direct them to necessary support to help them meet program expectations. Undergraduate and TCP candidates are assigned an advisor that helps them develop a “planned program of study,” and bi-annual meetings ensure students stay on track. Unit faculty keep notes from these meetings and two UNE-wide systems (EAB and CAPP) are available to assist with documentation and communication. Candidates in the graduate programs receive advising primarily from their assigned Student Support Specialist and the Academic Program Manager. Additional academic support—including help with paper writing

or preparation for the Praxis tests—is available to both undergraduates and graduates through the Student Academic Success Center, a resource that students, alumni, and faculty spoke of with high regard.

For the undergraduate candidates, the next critical point is the 60-credit review. At this review, candidates must have passed all PRAXIS I subtests and must have at least a 3.0 GPA for education coursework and a 2.5 GPA overall, no education course grade below a C, and, for secondary and art candidates, a minimum of a 3.0 GPA in their content area. For TCP candidates, this review happens at admissions. There is also a mechanism for more ongoing self-assessment: in every 200-level and above course, candidates are required to complete a Student Assessment of Professional Attributes, where they self assess on certain foundational skills and the four principles of the conceptual framework. This continual self-reflection supports candidates' metacognitive skills and offers important opportunities for growth, and, given the centrality of the InTASC standards to the program, the review team wondered if the SAPA might be more explicitly linked to these standards.

The graduate programs have few mid-program checkpoints; it appears that student progress is monitored more informally and continually by instructors, student support specialists, and advisors. For reading specialist candidates, passing the PRAXIS is an informal checkpoint—one that is encouraged, though not required, by the program (though it is necessary for certification by the state). Candidates in the CAGS program must submit a proposal for their internship and secure a mentor agreement from their on-site mentors. The review team recommends building more explicit benchmarks into each program and formalizing some structures for communication across stakeholders about student progress. Unit faculty might also consider incorporating the SAPA into graduate courses.

For program completion—the final program benchmark—teacher candidates engage in an internship, which consists of 15 weeks of full-time student teaching. Prior to the internship, the candidate must successfully completed all education coursework and passed the PRAXIS I and II tests. By the culmination of the internship, students must create a portfolio with evidence showing competence in each of the InTASC standards. They then present this portfolio to the Professional Education Review Board (PERB), consisting of faculty and local teachers and administrators, which evaluates the candidate's mastery of the standards and demonstration of the principles of the conceptual framework. The PERB is an excellent opportunity for candidates to gain practice communicating with colleagues, exposure to local administrators (who might be hiring), and feedback that can be used to strengthen their resume and portfolio. Alumni describe the experience as “rigorous” and, though they might have feared it beforehand, appreciate the opportunity long afterwards.

The reading specialist program ends with a final practicum that consists of a two-course field-based sequence (reading diagnosis and instructional intervention) guided by an on-site mentor. Currently in this practicum, candidates develop a portfolio showing evidence of meeting relevant standards, but the program lacks a true culminating experience and faculty indicate that they are looking to incorporate this portfolio (and work towards its completion) throughout the program. This appears to be an area of potential growth for the program: faculty and administrators should develop culminating experience that reflects and documents candidates' entire program

experience and consider how to best support and work with candidates' mentors in the field in meaningful ways. The culminating experience for the CAGS program is the internship, in which candidates complete a self-assessment of their progress towards mastery of the ISLLC standards and develop a project around areas that need growth. To meet the hours requirements outlined by Chapter 114, the internship is now two parts, each with its own project and portfolio; the review team wondered if this culminating experience might be structured in such a way that the second part builds upon the first.

Overall Assessment of Standard

The unit's emphasis on the conceptual framework and ongoing field experiences equips candidates to enter the teaching profession with the skills and confidence needed to be successful from their first day.

B. Recommendations

- As a new program, the sequencing and support systems of the reading specialist program seemed less refined. Continue to develop this reading program so that coursework and work in the field build in a developmental fashion toward a culminating experience for the program; this trajectory should be marked by clearly defined checkpoints that incorporate feedback from instructors, advisors, student support specialists, and fieldwork mentor.

C. Commendations

- The review team was impressed by the careful scaffolding of fieldwork experiences in the teacher certification program, as well as recent realignment and alterations made to foster a program that is rigorous, nimble, and supportive of individual students.

D. Review Team Decision.

This Standard is *MET*.

Standard Two: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on unit operations to evaluate and improve the unit and its programs.

Findings:

A. Rationale for the Decision/Recommendations.

The unit engages in multiple assessment practices, with ongoing assessment of candidates, courses, faculty, programs, and the university experience. There are many unit-level assessment efforts providing feedback from candidates, faculty, stakeholders, and alumni, but these are not summarized and analyzed across courses, programs, or over time. Candidates are assessed on essential competencies at the critical points in their programs, and these assessments are used to determine if a candidate can continue in, and/or complete their education program; however, these assessments are not aggregated across candidates or disaggregated across programs in order to reveal programmatic or longitudinal trends. The unit provides extensive feedback over the course of students' programs, not only from UNE faculty, but also from mentor and cooperating teachers, supervisors, and the PERB panel; furthermore, the unit encourages reflective practice through candidate self-assessment and faculty annual reports.

According to the unit's self-study, assessment and evaluation within the unit became more systematic in 2014-2015, and efforts to further improve the assessment system are underway. Although candidate performance is regularly assessed, these assessment results are not aggregated across candidates, or disaggregated by program; creating a data system for storing, aggregating, and disaggregating would enable the unit to use candidate assessment not only to ensure that candidates are meeting benchmarks and graduation requirements, but would also allow the unit to use aggregated candidate assessment results for unit and program evaluation.

Assessment of Candidates

Candidates are assessed in many ways, prior to program entry, throughout the program, and at program completion. Measures include:

- ❖ Undergraduate & Post-Baccalaureate Teacher Certificate Programs:
 - Prior to admission: high school GPA, transcripts (both curricular & extracurricular), SAT/ACT, recommendations, and an essay
 - Throughout program: Advising, through faculty, professional advising, and EAB software helps keep students on track in all aspects of their college career
 - Praxis I/Core (must be passed before 60 credits)
 - Praxis II (must be passed before final internship)
 - UNE GPA: must remain above 2.5
 - Professional Education GPA: must remain above 3.0
 - Content Area GPA (for Secondary Education & Art Education programs): must remain above 3.0

- Professional Dispositions are assessed in every education course using the SAPA (Student Assessment of Professional Attributes) form. This form is filled out by each student mid-term, followed by faculty instructor review. Concerns are discussed in meetings of the Teacher Certification Curriculum Committee; a second concern for an individual student is taken to the Chair.
- Coursework assessments are often aligned to course/program outcomes, to the conceptual framework, to the InTASC standards (and any other relevant body of standards).
- Candidates are ultimately assessed by the Professional Educator Review Board, which meets with each candidate at the completion of the internship semester. Candidates present their internship experience and portfolio to the board, followed by questions, and then a final decision is given to candidates. Candidates not satisfying the board may repeat the PERB evaluation a second time.
- Job placement is tracked one year post program completion to ascertain whether or not program completers are securing employment as educators.

The above assessments represent diverse measures that add up to a cohesive method of assessing candidate competencies. However, none of these assessment results are being stored as data; as such, the assessment system can ensure that each student graduating has a certain GPA, has passed certain Praxis exams, etc., but the assessments cannot inform the unit across candidates and across assessments. For example, tracking candidate GPAs and Praxis scores could reveal which Praxis components are most problematic. The unit has expressed plans to deepen Praxis support for its candidates; having comprehensive data about past candidate performance on Praxis could inform the unit about which areas could most benefit from intervention.

Similarly, tracking candidates' self-assessments on the SAPA, and university supervisors' assessments on the standards-based observation form, could inform the unit's programming if the results of these assessments were aggregated across candidates to reveal unit-wide trends, programmatic differences, and potential changes over time.

❖ Reading Specialist & Certificate of Advanced Graduate Studies

Candidates are assessed prior to admission, and throughout the program of study:

- Prior to admission, college GPA must be submitted, alongside prior study (bachelors for Reading Specialist and masters for CAGS), and prior teaching experience. Although the self-study indicates that a goal statement is used to ascertain potential candidates' leadership qualities, etc., this was not expressed during the review team's visit.
- Advising efforts help keep candidates on track throughout their graduate program
- UNE GPA must remain above 3.0
- Coursework assessments are embedded throughout the programs, and alignment tables show how the assignments are related to program standards.

Similar to the undergraduate assessment process, candidate progress is monitored by faculty members in each class, but these results are not aggregated across candidates, nor are they tracked over time. While program and unit assessment occurs through several channels (next section), candidate assessment is currently used for candidate progress and completion only.

Unit Evaluation

Several individual assessment measures are used to evaluate faculty, courses, and program curriculum:

- Course evaluations are completed by students, and faculty members must write an annual report reflecting on student feedback and setting goals for the next year.
- Faculty observations are completed both by the department chair, as well as fellow faculty members.
- Candidates give feedback on their program at the end of their internship semester.
- Members of the Professional Educator Review Board provide external stakeholder feedback and suggestions that are used in program and curriculum revision.
- For overarching revisions, several sources of feedback are used to inform change (e.g., recent revision of undergraduate programs to significantly reduce professional education credit hours).

Similar to candidate-level assessment, unit evaluation draws on several sources, and types, of feedback, but the unit does not engage in aggregation or systematic storage of this collected data. Formalizing data collection and storage could help reveal areas of strength and areas where additional focus would be beneficial.

University Assessment

The university engages in several assessment efforts, ranging from the student experience (NSSE) to targeted assessment of Core Curriculum learning outcomes. The unit and the university appear committed to ongoing assessment and continuous improvement of programming at all levels.

Overall Assessment of Standard

Overall, the unit is engaged in several promising assessment initiatives; systematizing the data collection, followed by extensive summarizing and analysis of the collected data, would be a natural next step in order to inform the unit and its programming at a deeper, more comprehensive level.

B. Recommendations.

1. Aggregating data (e.g., Praxis, GPA, SAPA, Observations, PERB) across candidates, and semesters, and disaggregating by program (with adequate numbers), for candidate assessments could systematize the process of reviewing candidate performance as a driver of program improvement.
2. Summarizing collected unit assessment data across courses, programs, and feedback sources could provide further insight for program and unit level revisions.

C. Commendations.

1. Regular feedback from external stakeholders, for example that gathered during PERB Review sessions, integrates external perspectives into unit assessment, contributing to K-12-informed continuous improvement.
2. Recent undergraduate program revisions appear to have been made in a very thoughtful manner, integrating multiple sources of feedback. Comprehensive assessment of the impact of these program changes, as well as the newly-designed Reading Specialist program, would help ensure that these new program sequences result in candidates' successful acquisition of each program's essential knowledge, skills, and dispositions.

D. Review Team Decision.

This Standard is *MET*.

UNIT STANDARD THREE: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills necessary to help all students learn.

Findings

The Education program at the University of New England (UNE) prepares students for careers in Elementary Teaching (K-8), and Secondary Education (8-12). The education program at UNE reports in their self-study that a key component of the education curriculum is the integration of experiential learning opportunities, which enable students to apply theory to practice. This includes both early practicums in the students first semester through to their student teaching experience in their fourth year of study.

These early and ongoing experiences enable their candidates to practice and incorporate the guiding principles of their conceptual framework. For example, candidates demonstrate the content and pedagogy learned in their education and content area courses (Competent Demonstration); reflect on their experiences (Reflective Stance); display the important dispositions that will allow them to be successful in working with others (Compassionate Heart); and to equip them with the skills to meet new challenges and solve problems (Rigorous Mind). According to faculty, students, school personnel, and alumni, these practical experiences are important in developing the skills, competencies, and dispositions needed for success in today's classrooms, and field experiences are woven into coursework and course assignments throughout the students' tenure at UNE.

In UNE's undergraduate and post baccalaureate programs these experiences are part of the coursework pre-internship and during the internship experience. There is a slight change for their graduate programs as all candidates work in schools.

Undergraduate and Post baccalaureate (TCP) Programs

Field experiences are central of UNE's teacher education program. Undergraduate field experiences begin in their first education course (EDU 105) where candidates spend time in classrooms. All candidates are in field placements during all four years of their program and TCP candidates have field experiences in every course they take at UNE.

Collaboration with School Partners

UNE faculty and staff have created several positive relationships with surrounding schools and districts to assist their students' professional development. At the pre-internship level this professional development occurs through field experiences; inviting in-service teachers and administrators as guest speakers in UNE courses; soliciting feedback from area teachers to get their input on program needs. Each semester, UNE's *Professional Educator Review Board* (PERB) invites administrators and teachers from area schools, which allows their stakeholders to provide feedback and suggestions at the candidate level and the program level.

Design, implementation, and evaluation of field experiences

At the undergraduate level the field experience changes as the candidate progresses through the program. For example, 100 level courses typically have a 10-hour expectation for fieldwork; 200 level courses normally have a 20-hour fieldwork requirement; 300 level courses have a 30-hour fieldwork requirement; and 400 level courses have a 40-hour fieldwork requirement. These field experiences enable candidates to explore classrooms and schools from different angles and perspectives, with a range of activities that include observations, interviews, evaluations, curriculum analysis, lesson planning, and teaching. As evidenced in the self-study and through interviews with faculty, students, and school personnel these experiences are aligned with the Unit's conceptual framework.

Arrangements for field experiences can vary: At times, candidates make their own arrangements, and other times instructors may make arrangements. The Certification Placement Officer keeps a list of teachers and schools that have welcomed our candidates and we use this as a guide when assisting candidates in arranging field experiences.

The unit has a comprehensive evaluation system of field experiences. When candidates go to their placement they bring a welcome letter from the faculty teaching their current course. The letter establishes goals and expectations for fieldwork and lists contact information for the supervising faculty member. At the end of the observation period, the teacher of the class observed is asked to complete an evaluation of the candidate. Finally, candidates evaluate their placement through a standardized rating system. Collecting evaluations from both parties can ensure a quality experience and can flag any issues that need addressing.

Overall Assessment of Standard

Overall, candidates at the University of New England gain a well-rounded experience working in schools. The candidates reflect on their experiences and can link what they learn in classrooms to experience and from direct classroom experience back to theory. Candidates are a comfortable and knowledgeable in talking about their experiences and linking them back to the conceptual framework. The unit's focus on field experiences is evident throughout all programs leading to initial certification.

B. Recommendations.

Pursue a national accreditation.

C. Commendations.

The review team was very impressed with the emphasis of early and ongoing field experiences that each candidate experiences.

D. Review Team Decision.

This Standard is *MET*.

Standard Four: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

A. Findings:

Being a private university that is situated in southern Maine, the unit looks to recruit within northern New England, which includes all of Maine. They continue to seek students who have a diverse background's—whether a multicultural diversity, religious diversity, or any other diverse student populations. Their candidates are given the opportunity to explore various schools for observations and student teacher purposes.

Some of these schools have very poor socio-economic situations and others come from higher-income areas. Because of this, the student teaching experience can lead towards very diverse experience.

The candidates within the University of New England come from all over the world with a concentrated number of candidates hailing from the United States. The major source of candidates comes from states mostly along the east coast. The number of candidates enrolled in the unit allow for an appropriate student to faculty ratio. Where the size of the unit is appropriate, it allows candidates and faculty to get to know each other and to also work together on educational opportunities in order to converse on topics and draw ideas from others experience. The university offers many activities around diversity issue, which the candidates are required to attend in order for them to obtain an 18+ hour Diversity Leadership Certificate program for experiential learning opportunities.

By looking at the unit's curriculum activities and proposed outcomes, it is clear that the unit is encouraging their candidates to gain and grow an understanding of diversity that will open their minds to broad concepts in the arena of diversity. The unit's candidates have the opportunity to take alternative courses to help broaden their perspectives as they see fit. The unit's curriculum also has embedded within the core courses, a deep but unstated look into diverse issues as well as, the diverse learner. It is clear that the faculty (adjunct and full time) offer diversity in their own experiences and encourages their candidates to learn from the experiences of those instructors.

Student teaching candidates are required to attend various functions, which engage candidates in a wide array of diversity activities that the unit itself organizes. The unit then engages the candidates learning by conducting a diversity review of the candidate's participation. The review looks at the candidate's performance and level of learning and understanding what the diverse issues are using a varied number of topics and assessments. Once this is completed, the candidates have gained a wide view of diversity they then can apply to their field experiences.

Overall Assessment of Standard

Overall, candidates at the University of New England gain a well-rounded experience within diversity. The candidates understand their leaning are a comfortable and knowledgeable in talking about the topics of diversity that they have acquired.

B. Recommendations.

None

C. Commendations.

Within the faculty created self-study, not enough credit is given to the good work being done within the unit. Candidates are able to speak with ease about the topics of diversity and how diversity is spread out among the many subjects, workshops, and field experiences that they are required to be part of. This should be reflected more in the self-study.

D. Review Team Decision.

This Standard is *MET*.

Standard Five: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Findings:

A. Rationale for the Decision/Recommendations.

Six (6) full-time faculty form the core of the undergraduate unit, housed in the College of Arts and Sciences, all of whom have earned terminal degrees. The Certification Placement Officer had taught secondary-level science for more than twenty years and earned a master's degree. All core faculty are instructors in the undergraduate and TCP programs. Dr. Lane W. Clarke serves as interim chair of the undergraduate and TCP units. Seven faculty members are Reading Specialists: six adjuncts and Dr. Clarke. The members of the unit do remarkable work, especially considering the reduction in numbers of faculty in recent years. Nonetheless, the lack of a full-time, tenure-track mathematics and science specialists is a concern.

At the graduate level in the CAGS program, there are one full-time faculty member (full professor), one associate lecturer, and a large array (24) of adjuncts. In interviews with graduate administrators, the philosophy for having a large number of adjuncts in this area stems from the focus of the program on having instructors with current, practical experience in the field. All have at least a master's degree and a good proportion of the graduate faculty holds terminal degrees. With the recent transfer of the CAGS program from the College of Arts and Sciences to the College of Graduate and Professional Studies, some parts of the faculty are in a state of flux, as evidenced by the still nebulous place of Subject Area Specialists, which actively continues to be defined.

With regard to teaching, there is clear emphasis placed on the conceptual framework with faculty and students alike, which is comprised of four interdependent elements: reflective stance, rigorous mind, competent demonstration, and compassionate heart. By means of interviews with students and observations of two professors' classes, it is abundantly clear that the framework is not only understood and assimilated in the unit in theory, but vibrantly lived in practice. The candidates are the very best advocates for the unit in general, for themselves, and for their professors. In short, the candidates are indeed the stars of the unit within the classroom and without, as well should be the case. During the session with undergraduates, time and again they spoke in excellent terms about the program and implicitly and explicitly reflected upon their experiences through the prism of the conceptual framework. In fact, much to their credit, candidates mentioned certain aspects of the program and of the unit that were either covered summarily in the self-study or not even covered at all.

It is abundantly clear in talking with those served by the program that faculty do not just pay lip service to being candidate-focused – the faculty model it with consistent lucidity. Through two classroom observations, affirmative examples of faculty modeling of the conceptual framework

came to life. Dr. Heather D. Sadlier, a member of the core faculty, invited two members of the review team to observe her EDU 133 class about historical, cultural, and sociopolitical perspectives of American education. By the title of the course, it could be expected that the course would be a general survey of this topic. Nonetheless, Dr. Sadlier has clear latitude from the administration of the unit to work the course to fit her own pedagogical strengths in the area of diversity and to encourage her students to be engaged through their lively, productive dialogue in class. Dr. Sadlier's students within our formalized sessions and during informal discussions speak very highly of her. Upon observing her dynamic class in which she modeled the conceptual framework masterfully during a discussion of multicultural perspectives in *To Kill a Mockingbird* and beyond, it was clear why her students gave her such praise. What a wonderful experience this observation was!

A second observation occurred in a history course, HIS 276 – Women in the Ancient World (until 1500), taught by a cooperating member of the faculty, Dr. Elizabeth DeWolfe, who teaches the secondary methods course in social studies and acts as an academic advisor to candidates who wish to have an endorsement as an educator in that field. In this particular course, four of her students were indeed undergraduate secondary education candidates in social studies. Furthermore, the request to observe this course was not part of the original schedule, as it came from one member of the review team upon arrival on site. Often one learns as much about the quality of teaching from a quasi-spontaneous visit as from one that is planned in advance. From the very first moment until the end of the course eighty minutes later, Dr. DeWolfe successfully modeled the conceptual framework of the unit, even in a course that is not directly part of the program. This fact stands as a microcosm of the strong integration of the education unit's conceptual framework in the overarching educational philosophy of the university. Dr. DeWolfe demonstrated a reflective stance by informing the class that she will modify the format of the second exam based on her assessment of the results of the first exam and based on elements of student feedback from that exam. There was clear respect from students for her reflection and action in this matter. Dr. DeWolfe also features a reflective and analytical mini-presentation from a different student every class called the "Women in History Minute," which allows them to take on a brief and useful peer teaching role. Dr. DeWolfe's class, through small-group work (three people each), was preparing a trial based on the book *The Murder of Regilla: A Case of Domestic Violence in Antiquity* by Sarah Pomeroy. This activity took the vast majority of the class period and showcased both students and Dr. DeWolfe, who nonetheless implicitly modeled the conceptual framework of the education unit in a non-education class.

Dr. Sadlier's and Dr. DeWolfe's classes provided an invaluable experience in being able to observe the deployment of the conceptual framework by both faculty and candidates. Both professors successfully reflect the intrinsic orientation toward and primary focus of the unit on its most important asset: the candidates themselves.

There is further elucidation on the conceptual framework both in theory and in practice in the CAGS program. An outstanding example is found in Dr. Carol Marcotte's EDU 705 class, where a candidate's artifact exhibits depth of thought in the assignment itself, as well as in this particular candidate's reflection and action.

The involvement of schools in the community in bolstering the unit's mission and conceptual framework is very important. This involvement is quite vibrant at in the Eight Corners School in Scarborough, the Biddeford Schools, Hall Elementary School in Portland, and the Mildred L. Day School in Arundel. In addition, school administrators, cooperating teachers, and alumni speak very eloquently and persuasively vis-à-vis the vital success and the importance of both the undergraduate and graduate program.

Both full-time and adjunct faculty are evaluated each year through a well-developed process. The forms used in student evaluations of faculty cover pertinent questions typical for assessment in the discipline. The process takes place online and participation is very high because reminders are sent not only by faculty, but by online support staff. In addition, a very robust and intricate peer evaluation system is in place within the unit and various members of the faculty have stated that this system has assisted them in becoming more effective educators in discrete areas of emphasis, as well as more broadly. One area of concern expressed, however, lies in the communication of feedback from administrators to unit faculty in the CAGS program. Overall, however, the evaluation and communication process within the unit is solid and innovative.

For development purposes, full-time faculty receive \$1,000 per year from the unit's budget by means of the travel and conference meetings and dues and subscriptions line. Should a full-time faculty member exhaust the \$1,000, yet wish to present at a conference, the member is able to apply to the office of the Dean of Arts and Sciences. This additional support is generally accorded. From interviews and the close examination of CVs, there is ample evidence of continuing scholarship in that full-time faculty *in globo* have both published extensively in refereed journals and in book form. Furthermore, they have presented regularly at conferences. Vis-à-vis adjuncts, faculty development funds are also available, but in a more limited number of areas such as course development for both content and refining of delivery methods. Although scholarship is very important for the unit, teaching clearly takes precedence.

Overall Assessment of Standard

The members of the faculty possess qualifications quite suitable for teaching in this unit at all levels: undergraduate, TCP, and CAGS. The unit is stretched rather thin in terms of faculty, specifically in the area of math and science. The unit has developed quite effective and well codified assessment processes for its faculty in terms of structure, especially vis-à-vis its formal and regular peer evaluations. Nonetheless, the unit may wish to investigate a manner in which administrators would communicate feedback gleaned from evaluations – and negative – more directly to some instructors, especially adjuncts at the graduate level. Collaboration with colleagues in the disciplines clearly occurs with great trust and consistency. Finally, the strongest area by far in this standard is in the faculty's very effective modeling of the conceptual framework observation for its students. The indispensable symbiosis necessary to teach and learn effectively indubitably exists within this unit. Candidates are constructively, thoughtfully, and joyfully engaged due to a faculty who lives the compassionate heart, competent demonstration, reflective stance, and rigorous mind. This modeling occurs just as much among faculty directly involved in the unit as among cooperating faculty from other disciplines.

B. Recommendations.

The unit should continue to advocate strongly for the hiring a full-time, tenure-track faculty member in the area of mathematics and science, especially in a period during which advances in technology continue to accelerate exponentially.

The unit should develop more clear and systematic communication between administrators and adjunct faculty concerning positive and negative feedback given on student evaluation forms.

C. Commendations.

The highly developed and codified system of peer evaluations is an invaluable tool in assessing the effectiveness of pedagogy of unit faculty.

Faculty who work directly in the unit and those who cooperate with the unit successfully and powerfully model the conceptual framework. Students respond very enthusiastically and decisively to this focus of the faculty.

D. Review Team Decision.

This Standard is *MET*.

Standard Six – Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Findings:

A. Rationale for the Decision/Recommendations.

The University of New England is composed of six colleges that provide undergraduate and graduate candidates with a wide array of educational experiences. The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state and unit standards. The unit's educator preparation programs lead to initial certification and include undergraduate and post baccalaureate programs that are located in two colleges: the College of Arts and Sciences (for undergraduate and post baccalaureate certification programs), and the College of Graduate and Professional Studies (for graduate programs).

Unit faculty discusses and agrees on any curricular changes, and changes and/or program approval follow normal academic lines: Chair, College, and Senate. The unit benefits from their integration within the College of Arts and Sciences and the College of Graduate and Professional Studies. Each provides more focused opportunities for candidates.

There are two separate budget lines for the unit's academic programs: One from the College of Arts and Sciences; and the second from the College of Graduate and Professional Studies. The analysis of budget expenditures and discussions with faculty and administrators suggest funding is adequate, and that requests for professional development are regularly supported.

Although their program has recently gone a governance change—from being housed in one college to being housed in two colleges. The faculty and administration have been working to ensure a smooth transition for candidates and faculty. This transition has afforded many opportunities for ongoing dialogue around governance, program quality and deliverance. All evidence suggests a positive outcome for the unit's mission.

Information technology resources are available within classrooms, for students and faculty. The IT staff devotes considerable individual attention to students, with a significant amount of direct service one-on-one support.

Overall Assessment of Standard

The governance structure is well defined with sufficient authority at each level to make and implement decisions. While there exist some early "kinks" to be worked out from the recent reorganization. UNE's commitment to shared governance and the delegation of authority to units to self-govern bodes well for the success of the reorganization.

B. Recommendations.

While the unit is well governed it is understaffed in terms of faculty. A recent loss of two faculty members has left the unit stretched in meeting its mission. In the short-term the mission can be met by employing adjuncts, but long-term sustainability requires full-time faculty not only for teaching, but student advisement, curricular oversight, and shared governance. Hire a fulltime faculty member.

C. Commendations

None

D. Review Team Decision.

This Standard is *MET*

IV. Recommendation to the State Board of Education

The review committee was impressed with the overall quality of UNE's programs that they may seek national accreditation.

The review team recommends program renewal for the next five years.

V. List of individuals Interviewed and Sources of Evidence

A. INDIVIDUALS INTERVIEWED:

Administration

UNE President Ripich
Provost Jim Koelbl
Dean Wilson
Dean Hey
Associate Dean Paulette St. Ours
Associate Dean- Susan Gray

Faculty and Staff

Cindy Altomari
Cadence Atchinson
Ellen Beaulieu
Elizabeth Benz
Audrey Bartholomew
Lane Clarke
Michelle Collay
Erin Connor
Deb Dewitt
Craig Loftus
Carol Marcotte
Jayne Pelletier
Heather Sadlier
Lucille Smith
Nicole Trufant
Martha Wilson

Students

Joe Aiken (sophomore)
Blake Reidy(senior)
Emile Newbern (senior)
Samantha McDonald (sophomore)
Candace Malloch (transfer student)
Victoria Trickett (transfer student)
Maddie Gosslin (freshman)
Heather Russo (freshman)

School Personnel

Jeremey Ray- School District Superintendent
Eight Corners School
22 Mussey Road
Scarborough ME 04074

Principal: Anne Lovejoy

Alumni:

- ☐ Sara Guiliano (undergraduate)
- ☐ Ashley Kadlik (undergraduate)
- ☐ Cassandra Pinette Salve
- ☐ Annie Wood (TCP and MSM)

Cooperating Teachers:

- ☐ Nancy Golojuch
- ☐ Karen Deterding
- ☐ Jessica Deans
- ☐ Andrea White

B. SOURCES OF EVIDENCE:

Self-Report

Syllabi

Organizational Chart

Student Artifacts

Interviews

Observations